

6 month reporting date 08-29-03  
 12 month reporting date 02-29-04  
 CLOSED 04-04-04

## Watertown School District Improvement/Progress Report Form

<b>Principle: 1- General Supervision</b>				
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  <b>24:05:17:03. Annual report of children served.</b> <b>The review team was unable to validate an IEP was in effect on December 3<sup>rd</sup>, 2001, for 9 students who were listed on the district's 2001 child count.</b>				
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.  <b>The district will collect, maintain and report accurate data on all child identification activities.</b>				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>  The district will document effective IEP's in place for 100% of students listed on the district's child count.				
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. What will the district do to improve?  The district will inform staff regarding the new reporting procedures.  What data will be given to OSE to verify this objective?  The district will document this and continually monitor case manager compliance on a monthly basis. Information regarding the reporting procedures and the number of staff informed will be reported in the progress report.	Ongoing	Special Education Director, Special Services Coordinator, special education teachers, and speech therapists.	4/30/03 Met ongoing	11/15/03 Met

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<p>Please explain the data (6 month)</p> <p>33 out of 35 SPED teachers and SLP have received training on continuous updating as of 4/30/03. SPED coordinator sends monthly e-mail prompts to SPED staff to remind them of continuous updating. New and remaining staff will be trained in the fall of '03.</p>				
<p>Please explain the data (12 month)</p> <p>The remaining two staff members and all new staff were trained on continuous updating on 9/15/03 &amp; 11/15/03. The SPED coordinator continues to send monthly email reminders for continuous monitoring.</p>				
<p>2. What will the district do to improve?</p> <p>The case managers will notify the special services coordinator of all new students on IEP's and of any dismissals as soon as they occur. The special services coordinator will enter data on a continuous basis to ensure up-to-date information at the state level.</p> <p>What data will be given to OSE to verify this objective?</p> <p>The district will provide the OSE a verification statement of teacher training and evidence of ongoing documentation.</p>	<p>Jan. 20, 2003 and continuously</p>	<p>Special Services Coordinator and case managers</p>	<p>5/23/04 ongoing</p>	<p>2/19/04 met</p>
<p>Please explain the data (6 month)</p> <p>On 4/30/03, SPED staff was trained in continuous monitoring. The SPED coordinator entered 148 corrections/updates to the SIMS Net from 2/1/03 – 5/23/03.</p>				
<p>Please explain the data (12 month)</p> <p>All staff was reminded of the continuous monitoring at the 9/15/03 in-service. The SPED coordinator has entered 161 corrections/updates to the SIMS NET from 8/25/03 – 2/19/04. The coordinator will continue to gather updates on students on a monthly basis.</p>				

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<p>3. What will the district do to improve?</p> <p>Each May and November, the case managers will review the child count data to ensure accuracy and submit it to the special services coordinator.</p> <p>What data will be given to OSE to verify this objective?</p> <p>A schedule of review dates and a semiannual review summary will be provided to the OSE.</p>	<p>May 5, 2003 and continuously</p>	<p>Special Services Coordinator and case managers</p>	<p>5/30/03 ongoing</p>	<p>12/1/03 met</p>
<p>Please explain the data (6 month)</p> <p>An updated list of students on the child count was given to each school on 4/30/03. Current information was given the SPED coordinator and data entered on SIMS by 5/30/03.</p> <p>Child count information will be updated on 11/15/03 by each school so that information can be entered on computer by 12/1/03.</p>				
<p>Please explain the data (12 month)</p> <p>Special education staff reviewed the past child count information, making changes and additions as necessary for the December child count.</p>				

### Principle: 3 – Evaluation Procedures

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

#### 24:05:25:04 Evaluation procedures

A variety of assessment tools and strategies used to gather relevant functional and developmental information about the child to determine eligibility and program placement.

Through a review of 37 student records, the monitoring team found the district did not include functional information in the evaluation process by gathering, analyzing and developing a written summary of strength and needs for specific skills areas affected by the student's disability. The student's present levels of academic performance, their progress in the general curriculum or development of annual goals and short-term instructional objectives therefore did not link to evaluation. Functional assessment information is available through a variety of sources in the district; however, there is not an established process across all grade levels and disciplines for collecting, analyzing, summarizing or integrating the information into the 25-day evaluation process for all eligible students.

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<p><b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p><b>The district will ensure a team of knowledgeable staff, which includes parent input, conducts comprehensive evaluations.</b></p>				
<p><b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b></p> <p><b>The district will write evaluation reports in which the proper flow of functional assessment is in place.</b></p>				
<p><b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p><b>Timeline for Completion</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>6 month progress</b> Record date objective is met</p>	<p><b>12 month progress</b> Record date objective is met</p>
<p>1. What will the district do to improve?</p> <p>The district will develop an evaluation flowchart for the steps in the evaluation cycle and train all special education staff on functional assessment flow.</p> <p>What data will be given to OSE to verify this objective?</p> <p>The district will develop an evaluation flowchart for the steps in the evaluation cycle and train all special education staff on functional assessment flow. The district will report the number of staff trained and the number of staff who still need training.</p>	<p>Feb. 5, 2003 and ongoing</p>	<p>Special Education Director, School Psychologists, Special Services Coordinator, special education staff</p>	<p>4/30/03 ongoing</p>	<p>9/15/03 met</p>
<p>Please explain the data (6 month)          By 4/30/03, all but one current staff was trained in the evaluation flow chart and functional assessment flow. Six untrained staff will need training in the fall of '03.</p>				
<p>Please explain the data (12 month)          At the 9/15/03 in-service all remaining staff members well as new staff were trained in the evaluation and functional assessment flow. Individual training will be held for any new staff as needed.</p>				

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<p>2. What will the district do to improve?</p> <p>The district will develop templates for evaluation reports that include all necessary components. Each teacher will be required to submit a copy of one completed evaluation report template to the special education coordinator for quality assurance.</p> <p>What data will be given to OSE to verify this objective?</p> <p>The district will provide the OSE the percentage of evaluation reports completed accurately and the number of staff who require re-training or have yet to submit an evaluation for review.</p>	<p>May 21, 2003 and ongoing</p>	<p>Special Education Director, School Psychologists, Special Services Coordinator, special education staff</p>	<p>5/23/03 ongoing</p>	<p>2/19/04 met</p>
<p>Please explain the data (6 month)</p> <p>The district developed an evaluation template and trained staff. On 5/23/03, 18 evaluation reports were reviewed. Of those 18, nine were in compliance, Eighteen staff members need to submit an evaluation for review as of 8/29/03.</p>				
<p>Please explain the data (12 month)</p> <p>On 2/19/04, a review of all staff members who were required to submit an evaluation report and IEP showed that all staff members had followed appropriate functional assessment documentation. The SPED coordinator will continue to do spot checks to monitor compliance in this area, training staff as needed.</p>				
<p>3. What will the district do to improve?</p> <p>The district will do spot checks of 20 IEP's per year to monitor the flow of functional analysis and report writing.</p> <p>What data will be given to OSE to verify this objective?</p> <p>The number of spot checks completed and an analysis of the results will be submitted to the OSE.</p>	<p>May 23, 2003 and ongoing</p>	<p>Case managers and special service coordinator</p>	<p>5/23/03 ongoing</p>	<p>2/19/04 met</p>
<p>Please explain the data (6 month)</p> <p>By 5/23/03, eighteen evaluations were evaluated. Fifty percent of them were in compliance. Of that not in compliance, many had increased improvement.</p>				

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Please explain the data (12 month)  
On 2/19/04, twenty-three evaluations were evaluated. One hundred percent of them were in compliance. Teachers who have questions regarding functional assessment are encouraged to contact the coordinator. If minor problems occur, they are addressed at our monthly special education meetings.

**Principle: 3 – Evaluation Procedures**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**24:05:25:06 Reevaluations**  
If no additional data are needed to determine continuing eligibility, the district shall notify the parents of that determination and reasons for it and of the right of the parent to request an assessment, for purposes of services under this article, to determine continuing eligibility. The school district is not required to conduct an assessment unless requested to do so by the child's parents. However, a school district shall follow the procedures in this chapter before determining that the child is no longer a child with a disability.

Through file reviews and primarily interview at Mellette Elementary and the High School, the monitoring team found that reevaluations were being waived. Even though an evaluation team was used to determine if additional data was needed, the team did not address the need for achievement data, standardized or functional, to determine continuing eligibility and program development. Due to the reevaluation waiver, 2 students did not have transition evaluations administered prior to age 16 to assist in developing transition services and activities. The interviews also revealed that district staff was unaware that if no additional data are needed to determine continuing eligibility, notice was to be provided to parents regarding the determination and reasons for it.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures reevaluations are conducted in accordance with all procedural requirements.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Upon the team's decision of appropriate evaluations, all reevaluations will contain data collected in all identified areas.

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
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<p>1. What will the district do to improve?</p> <p>The district will follow the evaluation flowchart during initial referrals and reevaluations and see that staff is trained in the use of the flowchart to ensure that student eligibility requirements are met.</p> <p>What data will be given to OSE to verify this objective?</p> <p>The district will summarize data collected from review of files that indicates the appropriate use of the evaluation flow chart.</p>	<p>Feb. 5, 2003 and ongoing</p>	<p>Special Education Director, School Psychologists, Special Services Coordinator, special education staff</p>	<p>5/23/03 met</p>	<p>2/19/04 met</p>
<p>Please explain the data (6 month)          The district implemented the evaluation flowchart and data gathered indicated 100% compliance for use.</p>				
<p>Please explain the data (12 month)          New staff was trained in the evaluation flowchart and the district continues to show 100% compliance in this area.</p>				
<p>2. What will the district do to improve?</p> <p>If no evaluation is done, a written prior notice will be provided to parents with details on how they can request further testing.</p> <p>What data will be given to OSE to verify this objective?</p> <p>The district will document the number of occurrences that no evaluations are completed and if parents were provided information on how they can request further testing.</p>	<p>Feb. 5, 2003 and ongoing</p>	<p>Special Education Director, School Psychologists, Special Services Coordinator, special education staff</p>	<p>5/23/03</p>	<p>2/19/04 met</p>
<p>Please explain the data (6 month)          There were no cases in which no testing occurred. All students were evaluated in at least academics and educational performance was reviewed.</p>				
<p>Please explain the data (12 month)          The district continues to assess all students on IEPs for al least academics, functional assessment, and transition when appropriate. A school psychologist review student's files to determine if additional educational ability testing is necessary</p>				

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<p>3. What will the district do to improve?</p> <p>The referral review form will be modified to include needed and not needed choices on each assessment area and have a statement added to it, which documents parent notification. Staff will be trained in the use of these new forms.</p> <p>What data will be given to OSE to verify this objective?          The district will report the number of staff trained and 25% of referral reviews will be checked to verify the process is being used correctly.</p>	<p>Feb. 5, 2003 and ongoing</p>	<p>Special Education Director, School Psychologists, Special Services Coordinator, special education staff</p>	<p>4/30/03 met</p>	<p>2/19/04 met</p>
<p>Please explain the data (6 month)</p> <p>The district added a statement to the prior notice form and consent for evaluation that now tells the parent how to request further testing. 33 of 35 staff were trained on 4/30/03 in the use of the new referral forms. Of the referral reviews checked, 100% had a statement, which documents parent notification, and whether or not testing is needed in all assessment areas.</p>				
<p>Please explain the data (12 month)</p> <p>New staff and two veteran staff members were trained on the new prior notice form and consent for evaluation during the 9/15/03 inservice. Review of records showed 100% compliance in parent notification.</p>				

**Principle:        5 – Individual Education Program**

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**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**24:05:27:01.03 Content of individualized education program**

**24:05:27:13.02. Transition services**

Transition services are a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities. For each student beginning at age 14 the IEP must include a statement of the transition service needs of the student that focuses on the student's course of study. For each student beginning at age sixteen a statement of the needed transition services is required including interagency responsibilities or any needed linkages.

The course of study for each student is a compilation of the required courses to graduate from high school. Based upon the student's interests and individual evaluation, specific courses that are linked to the student's life planning outcomes should be discussed by the IEP team and incorporated into the individualized education program. Based upon an analysis of the individual transition evaluation, the IEP team develops present levels of performance and transition services and activities which all link to the students life planning outcomes.

Through a review of student records and interviews with district staff the monitoring team found the district needs to develop a system which provided a consistent and smooth transition planning process for students with disabilities. Inconsistencies found included the lack of transition evaluation for 2 students, life planning outcomes not developed for 1 student, present levels of performance for transition were not develop for 3 students and the course of study did not link to the life planning outcomes for 3 students. The district showed evidence of all components required in the transition planning process for students however they did not link and were not consistently reflected in the IEP process. The monitoring team would also like to note that the district promotes and has placed students into jobs within the community.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district ensures that transition plans for students are a coordinated set of activities, reflecting student strengths and interests, to prepare them for post school activities.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will ensure appropriate transition planning for students in need of transition planning, including all students 14 and older, which include proper linkage to functional assessment, goals and life planning outcomes.

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for Completion**

**Person(s) Responsible**

**6 month progress**  
Record date  
objective is met

**12 month progress**  
Record date  
objective is met

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<p>1. What will the district do to improve?</p> <p>The district will provide transition-planning training to staff that work with students 14 and older.</p> <p>What data will be given to OSE to verify this objective?</p> <p>The district will provide OSE a summary of training agenda and participants and the number of staff who still need to be trained.</p>	<p>April 24,2003</p>	<p>Special Education Director, Special Services Coordinator, School Psychologists, middle and high school special education teachers</p>	<p>5/15/03 ongoing</p>	<p>2/19/04 met</p>
<p>Please explain the data (6 month)</p> <p>Transition training was given to all six senior high SPED teachers on 2/5/03. By 5/15/03, all but one SPED staff member has been trained in transition planning. In-service agenda included how functional assessment data, eligibility reports, present levels of performance; goals/objectives and transition planning must flow together. Examples were provided.</p>				
<p>Please explain the data (12 month)</p> <p>The one remaining teacher was trained to transition components at the 9/15/03 in-service and basic details were reviewed with all staff members at the same in-service.</p>				
<p>2. What will the district do to improve?</p> <p>Transition plans, written for 100% of students 14 and older, will include life-planning outcomes and course of study, which are linked to functional assessment reports and goals. The special services coordinator will review one IEP, with transition planning, from each middle school and high school teacher.</p> <p>What data will be given to OSE to verify this objective?</p> <p>The district will submit to the OSE the number IEP's reviewed of students with special needs who have transition needs and how many link present level of performance, services/goals and objectives to functional assessment to meet the student's stated outcomes.</p>	<p>May 2003 and yearly thereafter</p>	<p>Special Services Coordinator and case managers</p>	<p>5/23/03 ongoing</p>	<p>2/19/04 met</p>
<p>Please explain the data (6 month)</p> <p>Of nine IEP's reviewed between 2/1/03 and 5/23/03, zero percent had proper flow among all of the steps to meet student outcomes. Improvement was noted in many of the steps over previous IEP's. Retraining will be done in the fall and IEP's will be reviewed from all teacher again.</p>				

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Please explain the data (12 month)

Staff members were retrained at the 9/15/03 in-service on transition issues. Each high school and middle school teacher submitted another IEP with transition for review. By January 2004, all but three teachers were in compliance. Additional guidance was provided and by 2/17/04 all middle and high school teacher had submitted an IEP with the appropriate transition components.